

Chase, E. F. Some factors which hinder or facilitate
1946 unit teaching in Maine

Service Paper

Some Factors Which
Hinder or Facilitate
Unit Teaching in Maine

Edith Foss Chase

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Ed.

LIBRARY

Service Paper
1946
Chase, E. F.

The Gift of EDITH FOSS CHASE

Ed.
Service Paper
1946
Chase, E. F.
Stored

Ed 17
1946
Ch

Boston University
School of Education

Service Paper

Some Factors Which Hinder or
Facilitate Unit
Teaching in Maine

Submitted by:

Edith Foss Chase
(B. S., Gorham Teachers' College, 1939)

In partial fulfillment of requirements
for the degree of Master of Education

1946

First Reader: W. Linwood Chase, Professor of Education

Second Reader: Helen A. Murphy, Assistant Professor of Education

Boston University
School of Education
Library

Boston University
School of Education

Some Factors Which Affect on
Facilitate Unit
Technique in Learning

School of Education
Gift of Edith Foss Chase
August 30, 1946

Submitted by:
27224

Edith Foss Chase

(P. S., Boston Teachers' College, 1937)

In partial fulfillment of requirements
for the degree of Master of Education

1946

Table of Contents

Chapter 1
Abstract

Chapter 2
The Workshop in Teacher Education

Chapter 3
Problems of the Study

Chapter 4
Data of the Study

Chapter 5
Dedication

This study is dedicated to all
teachers who are seeing the vision of
better education in Maine.

This study is dedicated to all
teachers who are seeing the vision of
better education in Maine.

Table of Contents

	Page
Chapter I	
Introduction.....	1
Chapter II	
The Workshop in Teacher Training.....	3
Chapter III	
Procedure of the Study.....	10
Chapter IV	
Data of the Study.....	16
Chapter V	
Summary and conclusions.....	39

Table of Contents

Page

Chapter I

Introduction..... 1

Chapter II

The Workshop in Teacher Training..... 3

Chapter III

Procedure of the Study..... 10

Chapter IV

Data of the Study..... 16

Chapter V

Summary and conclusions..... 39

Digitized by the Internet Archive
in 2016

Tables

	Page
Number 1--Chart of attendance at the Maine Workshops and Number of Towns Represented.....	15
Number 2--Questionnaires Returned.....	16
Number 3--Returned Questionnaires From Teachers, Principals and Superintendents.....	17
Number 4--Units and Problems Worked Out at the Workshops and in the school-rooms.....	18

board members and superintendents were urged to see that the expenses of selected teachers, who were to attend, were paid. The State Department of Education promised to refund all transportation charges. One hundred seventy-four attended the first workshop, all Maine teachers, supervisors and superintendents, except five out of eight divisions. The faculty consisted mostly of the State supervisors and teachers from the State Teachers' Colleges of Maine, under the able executive Dr. William Horton and his assistant Miss Mary O'Rourke. There was the usual comfortable set-up of informal seating, library and supplementary materials and exhibits of many kinds. The actual sessions consisted of working on a unit which could be carried out in the individual class rooms in the fall. There were many profitable interruptions of lectures on

Chapter I

Introduction

Educators in Maine became interested in Dr. William H. Burton's workshop at Harvard University and invited him to speak at several district meetings in various parts of the state in 1943 and the spring of 1944. The meetings were well attended and interest increased. Meanwhile, the University of Maine, in co-operation with the State Department of Education, was planning a Workshop for in-service teachers for the following summer. School board members and superintendents were urged to see that the expenses of selected teachers, who were to attend, were paid. The State Department of Education promised to refund all transportation charges. One hundred seventy-four attended the first Workshop, all Maine teachers, supervisors and superintendents, except five out of state educators. The faculty consisted mostly of the State supervisors and teachers from the State Teacher's Colleges of Maine, under the able executive Dr. William Burton and his assistant Miss Mary O'Rourke. There was the usual workshop set-up of informal seating, library and supplementary materials and exhibits of many kinds. The actual work consisted of working on a unit which could be carried out in the individual class rooms in the fall. There were many profitable interruptions of lectures on

varied subjects, experiments in the art room and visits to some interesting exhibit. The outside social life was not neglected, but planned well to include many interests.

All who attended the Workshop seemed high in its praise and felt that it was three weeks well spent.

In 1945 the experiment was repeated with an attendance of one hundred seventy-nine in state teachers, and six from other states. Thirty-six of the students were repeaters from the previous summer. The entire set-up was greatly improved from the first Workshop. More instructors were in charge, more room was available, and much new material added.

Each student worked on some individual problem of interest to them and their particular school. Many worked on the unit plan, but it was not required as at the previous session. A few groups worked co-operatively in preparing bulletins of educational value.

The writer made a survey and analysis of data concerning factors which facilitated or hindered the beginnings of unit teaching which many of the teachers carried on in the various schools of the state. A questionnaire was sent to the teachers who attended, hoping to get the desired information.

Chapter II

The Workshop in Teacher Training

This is an attempt to summarize the many writings of several persons in regard to the basic principles and programs of the "workshop movement" in teacher education.

It was during the Eight Year Study in which some three hundred colleges agreed to admit, over a period of eight years, the graduates of thirty selected secondary schools without the usual requirements or examinations that the germ of the workshop was planted. Each of these secondary schools were given unusual freedom to develop its own education program, assisted by a staff of consultants on the curriculum and evaluation problems. The staff was very concerned because the teachers had too little time to work out the problems involved in their new experimental programs. It was then suggested that a portion of the summer might be used for the staff to be with the teachers of the thirty selected schools for intensive work and study.

In the summer of 1936, thirty-five science and mathematic teachers came to Ohio State University for a six week course. These teachers were carefully selected by the staff and local school authorities. Each participant was asked to decide upon some professional problem of interest which he would like to work on for the six weeks. These

problems were attacked and studied by the staff of the Eight Year Study as well as other consultants. This study resulted in much thought and discussion on basic problems of educational philosophy and in the concept of adolescent needs as they were related to science and mathematics.

Even this first workshop brought about very drastic changes in the ideas and practice of all who attended and another workshop was planned for the following summer. One hundred and twenty-six teachers from a wider range of subject fields was held at the Sarah Lawrence College in Bronxville, New York, sponsored as in 1936. The Sarah Lawrence Campus was rather isolated and there developed a very noticeable informal association among the members. Learning was taking place everywhere, from the breakfast table to the more formal meetings in the conference rooms. The value of this group life is thought to be so important that even in unfavorable locations a great effort is always made now, in workshops, to provide associations which are essential to the maximum growth of the participants.

The news of this new educational venture spread far and wide and delegations from many cities came to visit.

In 1938 funds were available for four workshops where more than five hundred teachers attended. These teachers were hand-picked from those who were engaged in significant educational programs and were chosen with a set-up as

follows:¹

1. Heaton, K. L. - Camp, W. G. - Diedrich, P. B., The Program of the Summer Workshop.

problems were attacked and studied by the staff of the

Eight Year Study as well as other consultants. This

study resulted in much thought and discussion on basic pro-

blems of educational philosophy and in the concept of edu-

lational needs as they were related to science and mathematics.

Even this first workshop brought about very drastic

changes in the ideas and practice of all who attended and

another workshop was planned for the following summer.

One hundred and twenty-six teachers from a wider range of

subject fields was held at the Sarah Lawrence College in

Bronxville, New York, sponsored as in 1936. The Sarah

Lawrence Campus was rather isolated and there developed

a very noticeable informal association among the members.

Learning was taking place everywhere, from the breakfast

table to the more formal meetings in the conference rooms.

The value of this group life is thought to be so important

that even in unfavorable locations a great effort is always

made now, in workshops, to provide associations which are

essential to the maximum growth of the participants.

The news of this new educational venture spread far

and wide and delegations from many cities came to visit.

In 1938 funds were available for four workshops where

more than five hundred teachers attended. These teachers

were hand-picked from those who were engaged in significant

educational programs and were chosen with a set-up as

follows:

I. Weston, K. I. - Camp, W. G. - Dietrich, P. B. The Program
of the Summer Workshop.

1. Participants should already have demonstrated their ability to undertake the responsibilities of leadership in their local school.
2. They should need help on a particular problem or interest on which they could not be given as effective help through regular courses of instruction.
3. They should come from schools that encourage new developments and which will expect to put into practice plans which may be developed during the summer.

In 1938 colleges and university professors were admitted to Workshop Training so from a very small beginning this movement was growing rapidly and gave great promise of further growth. By 1940 many colleges and educational groups were holding "workshops". At this time also another type of workshop training was developing. There arose a need for local workshops which would serve a single large school district and many were carried on at this time.

Workshops arose at a time when there was a growing recognition among educators of the fact that the formal class-room approach to teacher education was not adequate to the needs of many teachers and at a time when many schools were experimenting along new lines. The workshop has served the needs of the experienced teacher, not just to get degrees or a raise in salary, but because they had problems to be solved. In order to solve these problems it

1. Participants should already have demonstrated their ability to undertake the responsibilities of leadership in their local school.

2. They should need help on a particular problem or interest on which they could not be given as effective help through regular courses of instruction.

3. They should come from schools that encourage new developments and which will expect to put into practice plans which may be developed during the summer.

In 1938 colleges and university professors were admit-

ted to Workshop Training so from a very small beginning this movement was growing rapidly and gave great promise of further growth. By 1940 many colleges and educational groups were holding "workshops". At this time also another type of workshop training was developing. There arose a need for local workshops which would serve a single large school district and many were carried on at this time.

Workshops arose at a time when there was a growing

recognition among educators of the fact that the formal class-room approach to teacher education was not adequate

to the needs of many teachers and at a time when many schools were experimenting along new lines. The workshop has

served the needs of the experienced teacher, not just to

get degrees or a raise in salary, but because they had prob-

lems to be solved. In order to solve these problems it

was necessary to do research along many educational lines. The teachers were interested in the more recent findings of psychologists which help one to better understand the pupil, his needs and the ways in which the teacher and school may help in his development. Teachers became dissatisfied with the old and desired new education. It was extremely hard for a trained teacher to accustom herself to new tools and materials. It is easy to believe in the new procedures, but quite another task to practice them.

Probably the development of the personal-social relationships of the teachers was one of the greatest values. They needed a better program of recreational activities and to broaden their own areas of understanding and appreciation through reading and social contacts. All these needs were recognized by the workshop staffs and programs which fitted these conditions were carried out.

After experimenting for five years, certain characteristics developed which seemed essential to the program of the workshop. These are¹:

1. The participant is given an opportunity to make an intensive study of an interest which has arisen out of his experience as a teacher.
2. The participant shares in planning a program of individual and group activities designed to meet his needs and those of his fellow-workers.

1. 1943 Yearbook of the N. Y. Society for the Experimental Study of Education. Pages 112--114.

was necessary to do research along many educational lines.

The teachers were interested in the more recent findings of psychologists which help one to better understand the

pupil, his needs and the ways in which the teacher and school may help in his development. Teachers became dis-

satisfied with the old and desired new education. It was

extremely hard for a trained teacher to accustom herself

to new tools and materials. It is easy to believe in the

new procedures, but quite another task to practice them.

Probably the development of the personal-social rela-

tionships of the teachers was one of the greatest values.

They needed a better program of recreational activities and to broaden their own areas of understanding and appreciation

through reading and social contacts. All these needs were

recognized by the workshop staffs and programs which

fitted these conditions were carried out.

After experimenting for five years, certain character-

istics developed which seemed essential to the program

of the workshop. These are:

1. The participant is given an opportunity to make

an intensive study of an interest which has arisen

out of his experience as a teacher.

2. The participant shares in planning a program of

individual and group activities designed to meet his

needs and those of his fellow-workers.

1. 1943 Yearbook of the N. Y. Society for the Experimental
Study of Education. Pages 112-114.

3. They are provided with easy access to the services of various staff members representing a variety of kinds of assistance.

4. Formal and informal associations with other teachers of varied backgrounds contributes to the participant's thinking on his specific problem, broadens his general orientation, and provides opportunity for experiences in co-operative activities.

5. An effort is made to interest the participant in the whole child, the whole school, and the whole community.

6. The participant's total experience as he studies a specific interest or problem tends to prepare him for the solution of other professional problems in the future.

7. Since workshops have been concerned not only with the professional problems of the teachers, but with his life as an individual, efforts have been made to afford opportunities for balanced living.

The effectiveness of these workshops were studied by questionnaires, personal interviews, and group meetings. The multiplication of workshops has created an increased interest in the role of evaluation in them. The workshop participants are interested for they came to study a problem of particular concern to them in their local school and are anxious about the progress made in that study.

3. They are provided with easy access to the services of various staff members representing a variety of kinds of assistance.

4. Formal and informal associations with other teachers of varied backgrounds contribute to the participant's thinking on his specific problem, broadens his general orientation, and provides opportunity for experiences in co-operative activities.

5. An effort is made to interest the participant in the whole child, the whole school, and the whole community.

6. The participant's total experience as he studies a specific interest or problem tends to prepare him for the solution of other professional problems in the future.

7. Since workshops have been concerned not only with the professional problems of the teachers, but with his life as an individual, efforts have been made to afford opportunities for balanced living.

The effectiveness of these workshops were studied by questionnaires, personal interviews, and group meetings. The multiplication of workshops has created an increased interest in the role of evaluation in them. The workshop participants are interested for they came to study a problem of particular concern to them in their local school and are anxious about the progress made in that study.

Then again the participants are often sent by local school-boards at the expense of the town and thus they feel doubly concerned over progress made. Administrators and fellow teachers are interested in this evaluation also wondering whether it is all worth while or not. This follow-up study tried to ascertain what these teachers were now doing and to compare it with average school practice. Some argued that "Good teachers would do all of these things whether they had attended the workshop or not." These teachers admitted, however, that they had not done these things as well, or to the same extent, until after they had attended a workshop. A new approach to the evaluation of the pupil's work was noticeable and was the same evaluation as the teacher had been given at the workshop. Another change was apparent in that text books were used less and other activities carried on more.

There is much evidence to suggest that many superintendents and school boards are accepting the workshop as an important contribution to their needs. There one finds a spirit of friendliness, of industry, and of co-operation. No trace can be found of the stilted, formal, and traditional class-rooms atmosphere that is frequently very deadening. In a business-like manner each member of the group proceeds with the development and solution of his own particular problem which he has selected and which has been approved by his faculty advisor. He may work with a group

- 8 -

Then again the participants are often sent by local school-boards at the expense of the town and thus they feel doubly concerned over progress made. Administrators and fellow teachers are interested in this evaluation also wondering whether it is all worth while or not. This follow-up study tried to ascertain what these teachers were now doing and to compare it with average school practice. Some argued that "Good teachers would do all of these things whether they had attended the workshop or not." These teachers admitted, however, that they had not done these things as well, or to the same extent, until after they had attended a workshop. A new approach to the evaluation of the pupil's work was noticeable and was the same evaluation as the teacher had been given at the workshop. Another change was apparent in that text books were used less and other activities carried on more.

There is much evidence to suggest that many administrators and school boards are accepting the workshop as an important contribution to their needs. There one finds a spirit of friendliness, of industry, and of co-operation. No trace can be found of the stilted, formal, and traditional class-rooms atmosphere that is frequently very deadening. In a business-like manner each member of the group proceeds with the development and solution of his own particular problem which he has selected and which has been approved by his faculty advisor. He may work with a group

which has selected the same problem, or alone, as he desires. He is at liberty to seek assistance wherever it may be found--in the library--of his instructor, of members of his own, or related groups, from which he will find out how to develop a technique of teaching that will do away with formalism in the classroom and provide for his pupils a life situation and experiences from which more can be gained.

At the present time workshops seem to be the trend in our summer sessions in the colleges. Students like the informality and can readily see why pupils of any age would profit from a similar set-up.

Probably the main idea of the workshop plan of instruction can be summed up as follows: "If education is to function in the lives of pupils, it should be related to their real life problems. If the school curriculum is to be adapted to the needs of the pupils and of the community in which they live, the needs of the particular pupils and of the particular community should be considered in planning a program of instruction."¹

-
1. Meece, Leonard E., Seay, Marrice F., A Work-Conference For Rural Teachers; Bulletin of the Bureau of School Service, University of Kentucky, 1941

Chapter III

The Procedure of the Study

This study to find out the factors which hinder or facilitate unit teaching in Maine developed from the beginning of Workshop training at the University of Maine during a three week's period in the summer of 1944 and then again in 1945. Every student worked out a unit during the first summer and worked on either a unit or some problem during the second workshop. The majority of the students had not practiced this type of teaching before but many had expressed the determination to go back to their own schools and work out at least the unit which they had completed at the Workshop. It was recognized by all concerned that many difficulties would hinder progress in many places. Superintendents and school-boards might object and fellow-teachers might not co-operate. Perhaps the parents and community would not accept that type of instruction. Yet some localities might be ready for this kind of teaching at once. It was the plan of this study to find out exactly what factors entered into this unit teaching both as a help and a hindrance.

With these things in mind, a questionnaire and letter were prepared to send to each of the three hundred and twelve teachers who attended the Workshops at Maine University in 1944 and 1945.

The workshop attendance represented one hundred and forty-nine different towns so these questionnaires went into all kinds of school systems in all sections of the state.

3. Did you develop and try out in your school any other units in addition to the ones started in the workshop? List them.
4. List and describe in some detail any difficulties and difficulties you had to overcome in introducing new methods. (These may be concerning any technical problem, unsympathetic leadership, inadequate equipment and materials, lack of own knowledge of how to handle new methods etc.)
5. List and describe all factors which were of assistance to you in developing new instructional practices such as: sympathetic leadership, plenty of supplies and materials; recent knowledge of how to handle methods, etc.
6. List and describe any new textbooks, instructional materials, supplies, furniture, etc., which you would now like to have, but which you have not yet been able to get, which would aid you in progressing further.
7. List ideas such as above--and all others--which have aided in your program. State definitely through whom you secured each separate item. (by yourself, through the superintendent, through some community group, etc.)
8. Have you given any tests, or used any other procedure means to determine how well your pupils are learning and growing? If so list the tests and describe very briefly the results. Pay particular attention in answering this question to those personal-social-moral interests which the new school stresses, in addition to subject matter learning.
9. List and describe any activities which you yourself have engaged in since the workshop to further your understanding and practice of newer methods.
10. List and describe any procedures which you yourself have used to explain to and bring understanding to the parents or the community in general, the newer methods.

Questionnaire (if you lack space use back of sheet.)

1. List the problem, unit, or units, you worked on at the Maine Workshop. (If you attended both years, please be explicit about each year.)
2. Did you work this unit out within your own school?
3. Did you develop and try out in your school any other units in addition to the ones started in the workshop? List them.
4. List and describe in some detail any obstacles and difficulties you had to overcome in introducing newer methods. (These may be concerning any factors; public opinion; unsympathetic leadership; inadequate supplies and materials; lack of own knowledge of how to handle new methods etc.)
5. List and describe all factors which were of distinct assistance to you in developing new instructional practices such as; sympathetic leadership; plenty of supplies and materials; recent knowledge of how to handle methods, etc.
6. List and describe any new textbooks, instructional materials, supplies, furniture, etc., which you would now like to have, but which you have not yet been able to get, which would aid you in progressing further.
7. List items such as above--and all other--which have aided in your program. State definitely through whom you secured each separate item. (By yourself, through the superintendent, through some community group, etc.)
8. Have you given any tests, or used any other objective means to determine how well your pupils are learning and growing? If so list the tests and summarize very briefly the results. Pay particular attention in answering this question to those personal-social-moral learnings which the new school stresses, in addition to subject matter learning.
9. List and describe any activities which you yourself have engaged in since the workshop to further your understanding and **practice of newer methods.**
10. List and describe **any procedures** which you yourself have used to explain to and bring understanding to the parents or the community in general, the newer methods.

11. Does there seem to be a growing interest in the community concerning these new methods? If so, how is the community demonstrating its interest and approval?
12. Is better democratic living being practiced in your school room? What evidence have you that this is true?
13. List specific ways in which the workshop aided you, as far as you can see now.
14. List specific ways in which the workshop could be improved in order to be of greater benefit to teachers who attend.
15. Add any information you believe of interest.

Name	Town	Grades
------	------	--------

Eliot, Maine

January 31, 1946

Dear Friend,

I am preparing my thesis at Boston University on the Workshops of Maine and have to analyze information obtained from those who have attended. Will you please fill out the enclosed questionnaire and return as soon as possible? No names or localities will be used in the thesis. If you are a superintendent or supervisor please send any information possible even if this questionnaire does not apply directly to you. My success depends upon your co-operation.

Very Sincerely,

Edith Chase

Table No. 1

Chart of Attendance at the Maine Workshops and
Number of Towns Represented

1944 Workshop

Number attending	174
In state	169
Out of state	5

1945 Workshop

Number attending	185
In state	179
Out of state	6

Number attending both the 1944 and 1945 Workshops	36
---	----

Number of different State of Maine teachers and supervisors attending Workshop in 1944 and 1945	312
---	-----

Number of Towns of Maine represented in Workshop of 1944	100
--	-----

Number of Towns of Maine represented in Workshop in 1945	95
--	----

Number of new towns in 1945	49
-----------------------------	----

Number of different towns in 1944 and 1945	149
--	-----

The date of attendance as taken from the questionnaires showed that 149 towns had been represented in 1944 and 1945 in the State of Maine while eleven out of state towns were represented. Only thirty-six who attended in 1944 were also present in 1945.

Chapter IV

Date of the Study

Of the three hundred and twelve questionnaires sent out one hundred and ninety replies were received. One hundred and seventy-three answered the questionnaire form while seventeen wrote informal letters. One hundred and twenty-two failed to answer at all.

Table No. 2

Questionnaires Returned

Number of questionnaires sent out	312
Number of questionnaires returned	173
Number of other reports returned	17
Number of teachers heard from	190
Number which remained unanswered	122
Per cent of returned reports	60.5%

The 60.5% of returned reports is considered a very high average for this type of procedure for gathering data.

All grades were represented in the returned questionnaires. Seventy-one were from teachers in the lower four grades and sixty-three represented the upper four. Six rural school teachers reported also. Ten full time principals and supervisors and nineteen superintendents sent reports of their respective schools on superintendency unions.

Table No. 3

Returned Questionnaires from Teachers, Principals,
and Superintendencies

Grades one through four	71
Grades five through eight	63
All Grades	6
Supervisors and full time principals	10
Superintendents	19
Returned unanswered	4
Notes instead of questionnaires and grades not definitely stated	17
Total returned	190

In tabulating the answers to the questions on the questionnaire the first three were considered together. Each question concerned the units which were worked out at the Workshop, a repetition of the unit in their own school rooms or the working out of additional units.

Question No. 1: List the problem, unit, or units, you worked on at the Maine Workshop. (If you attended both years, please be explicit about each year.)

Question No. 2: Did you work this unit out within your own school?

Question No. 3: Did you develop and try out in your school any other units in addition to the ones started in the workshop? List them.

Table No. 4

Units and Problems Worked Out at the Workshop and In the School-rooms.

Number that worked out units or problems at the Workshop according to questionnaire	190
Number that worked out same unit at school	104
Number that did not use unit or problems	86
Number of other units worked out	243
Number of people working out other units than those completed at Workshop	118

Of course everyone in the 1944 Workshop worked out a unit, mostly as complete as was possible on paper. At the 1945 Workshop, unit work was not compulsory for one had a choice of either a unit or some approved problem. Those, however, in 1945 who were attending for the first time, were encouraged to work out units.

Most of those who worked out units in their own schools, reported that they were a success. Only six stated they could not carry them out after starting. There were eighty-six who apparently made no effort to begin one.

Question No. 4 on Questionnaire

List and describe in some detail any obstacles and difficulties you had to overcome in introducing newer methods. (These may be concerning any factors; public opinion; unsympathetic leadership; inadequate supplies and materials; lack of own knowledge of how to handle new methods, etc.)

These were tabulated in the order of frequency on the questionnaires.

1. Lack of room	46 mentions
2. Lack of materials and supplies	40 mentions
3. Lack of time	30 mentions
4. No movable furniture	30 mentions
5. Inadequate knowledge (afraid of results)	29 mentions
6. Lack of easy supplementary reading books	29 mentions
7. Lack of co-operation of parents	20 mentions
8. No coeoperation from other teachers	19 mentions
9. Traditional set-up in grades before and after	18 mentions
10. Lack of ability to evaluate the work	15 mentions
11. Fear of not covering subject matter	14 mentions
12. Children not knowing how to look up reference material	10 mentions
13. Lack of free expression among pupils	9 mentions
14. Wanting to do too much for pupils	6 mentions
15. Lack of group leaders	2 mentions

- | | |
|------------------------------------|------------|
| 16. Hindrance in departmental work | 2 mentions |
| 17. Unsympathetic school-board | 2 mentions |
| 18. Unsympathetic superintendent | 2 mentions |

Lack of room seemed to be the greatest handicap.

Many teachers reported at least forty pupils with a very crowded condition. The lack of materials and supplies was continually mentioned, yet the surprising and encouraging thing that finally developed was that so many teachers overcome this problem in so many various ways. Lack of time and fear of not covering subject matter was (as always) of grave concern to many. No co-operation of parents or other teachers seemed to be a common difficulty yet from many questionnaires there seemed an encouraging ring according to question ten and eleven, which are analyzed later. Unsympathetic superintendents were in the minority. In fact most of the teachers felt greatly encouraged and many stated that they had a free rein to go ahead and do all the unit teaching they wished. With the nineteen superintendents who answered the questionnaires, seventeen were in favor of unit teaching and two against it.

- | | |
|--------------------------------|------------|
| 12. Public exhibitions | 5 mentions |
| 13. Co-operation of janitor | 4 mentions |
| 14. Sending professional books | 4 mentions |
| 15. Visiting a school set-up | 2 mentions |
| 16. Teachers' meetings | 2 mentions |

Question No. 5 on Questionnaire

List and describe all factors which were if distinct assistance to you in developing new instructional practices such as: sympathetic leadership; plenty of supplies and materials; recent knowledge of how to handle methods, etc.

These were tabulated in the order of frequency on the questionnaires.

1. Workshop experience	60 mentions
2. A very interested and helpful superintendent	40 mentions
3. Helpful parents	39 mentions
4. Co-operation of state supervisors	20 mentions
5. Co-operation of other teachers	20 mentions
6. The interest and co-operation of the children	19 mentions
7. Interest of community organizations	18 mentions
8. Plenty of supplies	18 mentions
9. Assistance of State Library	10 mentions
10. Lists of materials gathered at University of Maine	8 mentions
11. Newspaper publicity	5 mentions
12. Public exhibitions	5 mentions
13. Co-operation of janitor	4 mentions
14. Reading professional books	4 mentions
15. Visiting a modern set-up	2 mentions
16. Teacher's meetings	2 mentions

Workshop experience was the factor most frequently mentioned as being of distinct assistance to this new type teaching. The Workshop was the first training in unit teaching which many had ever experienced and many said it gave them the knowledge and confidence which made unitary teaching possible.

The co-operation of superintendents was mentioned by forty teachers with only two stating that their superintendent was not in sympathy with attempts in unit teaching.

Thirty-nine helpful parents were recorded with a variety of ways in which they had helped to make unitary teaching a success.

The State Department of Education and Library seemed to rank high in the assistance rendered to teachers.

Many supplementary materials were supplied at University of Maine from the various divisions.

9. Bulletin boards	1 mention
10. Band music	2 mentions
11. Building materials	2 mentions
12. Victrola or radio	2 mentions
13. Use of movie-projector and films	2 mentions
14. Traveling materials	1 mention

Boyette costs and books was the most frequently mentioned item in the teacher's statements of supplies, purchased, etc., which they would like to have to aid them

Question No. 6 on Questionnaire

List and describe any new textbooks, instructional materials, supplies, furniture, etc.; which you would now like to have, but which you have not yet been able to get, which would aid you in progressing further.

These were tabulated in the order of frequency on the questionnaires.

1. Movable seats and desks	40 mentions
2. Tables and chairs for library	39 mentions
3. Supplementary readers	39 mentions
4. Art supplies	30 mentions
5. Reference books (for children)	20 mentions
6. Maps and globes	8 mentions
7. Material for reading charts	6 mentions
8. Book cases	6 mentions
9. Bulletin boards	4 mentions
10. Sand tables	2 mentions
11. Building materials	2 mentions
12. Victrola or radio	2 mentions
13. Use of movie-projector and films	2 mentions
14. Testing materials	1 mention

Movable seats and desks was the most frequently mentioned item in the teacher's statements of supplies, furniture, etc., which they would like to have to aid them

in progressing further. Two people stated that the janitor had remedied this condition for them. Thirty-nine wanted a library table and chairs. Supplementary readers, art supplies and children's reference books were desired by many and maps and globe wanted by eight. Sundry supplies were desired by others such as sand tables, bulletin boards, building materials, victrola or radio, and use of a movie-projector and films. One mentioned a need for testing materials.

2. Through superintendence 12 mentions
Such as: encyclopedias, reading materials, professional books, sand tables and art supplies.

3. Through children 10 mentions
Such as: books, pictures, all sorts of materials, that they had and to working money for materials.

4. Through the teacher 10 mentions
Such as: magazines, books, tape and records.

5. Through State Department 10 mentions
Such as: pamphlets, an exhibit (on Latin America) and book lists.

6. Through Parent Teacher Association 10 mentions
Such as: books, tapes, records, and other materials.

7. Through janitor 10 mentions
Such as: books, tapes, records, and bulletin boards.

8. Through the community 10 mentions
Such as: free encyclopedias and a big collection of books.

9. Other sources of materials 10 mentions
Such as: books, tapes, records, and other materials, from the State Department of Education, Maine State Library, and other libraries.

Question No. 7 on Questionnaire

List items such as above--and all other--which have aided in your program. State definitely through whom you secured each separate item. (By yourself; through the superintendent; through some community group; etc.)

1. Through parents and friends 51 mentions
Such as: Books of Knowledge and other books, soap for soap sculpture, pictures exhibits, seat covers, magazines, costumes, hot plates, orange crates (local grocery man), and wood from local factory.
2. Through superintendents 42 mentions
Such as: encyclopedias, reading materials professional books, sand tables and art supplies.
3. Through children 42 mentions
Such as: books, pictures, all sorts of exhibits, clay from clay bank and by earning money for materials.
4. Through the teacher 26 mentions
Such as: magazines, books, toys and pictures.
5. Through State Department 25 mentions
Such as: pamphlets, an exhibit (on Latin America) and book lists.
6. Through Parent Teacher Association 10 mentions
Such as: paints, tables, costumes, and daily lunch.
7. Through janitor 10 mentions
Such as: tables, easel, fixing movable seats and desks, and bulletin boards.
8. Through bus companies 3 mentions
Such as: free excursions and a bus seat for reading corner
9. Other sources of materials 20 mentions
From Knights of Pythias, Red Men, Department of Agriculture, Maine Development Commission, Maine State Library and local libraries.

The sources of help in the schoolrooms were varied and assistance rendered covered a wide area. Parents and friends were most frequently mentioned and a diversity of ways in which they helped were stated. Superintendents with but two exceptions ranked high with helpful materials and assistance. Janitors were mentioned ten times in regard to carpenter work done. The Parents-Teachers Association supplied various articles and served lunch in many schools. Other community organizations helped at times. The supplying of pamphlets, book-lists and exhibits from the State Department was mentioned twenty-five times. Bus companies played an important part in three localities in regard to excursions and supplied a bus seat for one library corner. The teacher and children supplied all other materials as recorded.

7. Anecdotal records	7 mentions
8. Analysis of creative results	3 mentions
9. Citizenship chart	1 mention
10. Objective tests (True-False, etc.)	3 mentions
11. Essay type examination	4 mentions
12. Behavior record cards	3 mentions
13. Oral discussions	3 mentions
14. Achievement tests	2 mentions
15. Cumulative record	2 mentions
16. Action Reading Tests	1 mention
17. Oral Quick Stories	1 mention

Question No. 8 on Questionnaire

Have you given any tests, or used any objective means to determine how well your pupils are learning and growing? If so list the tests and summarize very briefly the results. Pay particular attention in answering this question to those personal-social-moral learnings which the new school stresses, in addition to subject matter learning.

These were tabulated in the order of frequency on the questionnaires.

1. Learning Rate Tests	10 mentions
2. Vocabulary test	9 mentions
3. Personality test	9 mentions
4. Learning growth tests	8 mentions
5. Children's check list	8 mentions
6. Teacher's check list	7 mentions
7. Anecdotal record	7 mentions
8. Analysis of creative results	5 mentions
9. Citizenship chart	5 mentions
10. Objective tests (True-False, etc.)	5 mentions
11. Essay type examination	4 mentions
12. Behavior record tests	3 mentions
13. Oral discussions	3 mentions
14. Achievement tests	3 mentions
15. Cumulative record	2 mentions
16. Gates Reading Tests	1 mention
17. Otis Quick Scoring	1 mention

18. Durrell-Sullivan Capacity	1 mention
19. California Mental Maturity	1 mention
20. Steven's Readiness Test	1 mention
21. Gates Silent Test	1 mention
22. Kuhman-Anderson	1 mention
23. Pintner-Durost	1 mention

This question in regard to tests given was either unanswered or answered none in sixty of the questionnaires and so vaguely answered in thirty others that the data was of little value. Many stated that their knowledge of evaluation of this new type teaching was very inadequate. A variety of tests were given and some vaguely named so there is the possibility of some repetition in the tabulation.

Question No. 9 on Questionnaire

List and describe any activities which you yourself have engaged in since the workshop to further your understanding and practice of newer methods.

These were tabulated in the order of frequency on the questionnaires.

1. Reading professional books	43 mentions
2. Reading professional magazines	40 mentions
3. Talking with progressive teachers and leaders	35 mentions
4. Visiting progressive schools	15 mentions
5. Panel discussions	15 mentions
6. Extension Courses:	
Boston University-Harvard	14 mentions
University of Maine	9 mentions
7. Correspondence courses	2 mentions
8. Working on state bulletin	2 mentions
9. Studying rank cards	2 mentions

There was considerable difficulty in classifying the reading of professional books and magazines for many did not designate clearly the difference. In many of the cases the teachers who read professional books also read professional magazines. Ten people answered none and thirty left it unanswered.

Question No. 10 on Questionnaire

List and describe any procedures which you yourself have used to explain to and bring understanding to the parents or the community in general, the newer methods.

These were tabulated in the order of frequency on the questionnaires.

1. Encouraged parents to visit school	40 mentions
2. Presented programs at Parent Teacher's Association	20 mentions
3. Gave talks before teacher groups	20 mentions
4. Gave talks before parent groups	19 mentions
5. Talked individually to parents	18 mentions
6. Had public exhibitions at the end of each unit	18 mentions
7. Conducted study groups	10 mentions
8. Presented programs at Grange	2 mentions

This question was left blank in thirty of the questionnaires and answered in the negative on twenty-nine others.

Many teachers apparently for some reason failed to extend knowledge of the newer methods of teaching. Lack of interest on their own part or fear of antagonistic attitudes from parents or controlling authorities could have accounted for it.

Question No. 11 on the Questionnaire

Does there seem to be a growing interest in the community concerning these new methods? If so, how is the community demonstrating its interest and approval?

Tabulated as follows:

I. There is a growing community interest, as shown by:

- | | |
|---|-------------|
| 1. Parents seem anxious to send materials | 30 mentions |
| 2. People outside the school ask questions about it | 20 mentions |
| 3. Newspapers give write-up publicity | 9 mentions |
| 4. Parent Teachers' Associations give much assistance | 15 mentions |
| 5. Other local organizations give assistance | 8 mentions |
| 6. Parents visit school more | 7 mentions |

Twenty people answered this question in the negative. Four stated they did not know. Fifty people left it unanswered.

- | | |
|--|-------------|
| 1. Pupils work together better | 40 mentions |
| 2. Pupils play together better | 30 mentions |
| 3. Children help others more in every way | 10 mentions |
| 4. Children are happier | 10 mentions |
| 5. Children are more self-reliant | 5 mentions |
| 6. Pupils more appreciative of school work | 4 mentions |

Question No. 11 on the questionnaire

Does there seem to be a growing interest in the community concerning these new methods? If so, how is the community demonstrating its interest and approval?

Tabulated as follows:

I. There is a growing community interest, as shown by:

1. Parents seem anxious to send materials 30 mentions
2. People outside the school ask questions about it 20 mentions
3. Newspapers give write-up publicity 9 mentions
4. Parent Teachers' Associations give much assistance 15 mentions
5. Other local organizations give assistance 8 mentions
6. Parents visit school more 7 mentions

Twenty people answered this question in the negative.

Four stated they did not know. Fifty people left it

unanswered.

Question No. 12 on Questionnaires

Is better democratic living being practiced in your school room? What evidence have you that this is true?

The information was tabulated as follows in this table:

Number who were asked this question	190
Number answering NO	7
Number answering YES	95
Number uncertain	3
Number who did not answer	85
Percent answering YES	50%

One half of the teachers reported better democratic living in their school rooms. Eighty-five persons left the question unanswered while seven others answered in the negative and three were uncertain. Traditional school-setup and beliefs are slow in changing to more modern living conditions in the school-room.

The evidence of better democratic living is listed according to frequency of statement:

1. Pupils work together better	40 mentions
2. Pupils play together better	30 mentions
3. Children help others more in every way	10 mentions
4. Children are happier	10 mentions
5. Children are more self-reliant	6 mentions
6. Pupils more appreciative of school work	4 mentions

Question No. 12 on Questionnaires

Is better democratic living being practiced in your school room? What evidence have you that this is true?

The information was tabulated as follows in this table:

190	Number who were asked this question
7	Number answering NO
95	Number answering YES
3	Number uncertain
85	Number who did not answer
50%	Percent answering YES

One half of the teachers reported better democratic living in their school rooms. Eighty-five persons felt the question unanswered while seven others answered in the negative and three were uncertain. Traditional school set-up and beliefs are slow in changing to more modern living conditions in the school-room.

The evidence of better democratic living is listed

according to frequency of statement:

40 mentions	1. Pupils work together better
30 mentions	2. Pupils play together better
10 mentions	3. Children help others more in every way
10 mentions	4. Children are happier
6 mentions	5. Children are more self-reliant
4 mentions	6. Pupils more appreciative of school work

7. Pupils helpful rather than bossy 2 mentions
8. More tolerance is shown 2 mentions
9. Better manners are evident 2 mentions
10. More responsibility is assumed 1 mention
11. More respect toward authority 1 mention
12. Criticism is taken better 1 mention
13. Discipline is better everywhere 1 mention
14. Respect for property of others is practiced 1 mention
15. Parents report much improvement at home 1 mention

Of the ninety-five teachers who reported better democratic living in their schools many mentioned that the pupils worked and played together more congenial than ever before. All those reporting in the affirmative expressed an assurance and belief that the change was very noticeable and a great improvement over past procedures.

- 7. Pupils helpful rather than bossy 2 mentions
- 8. More tolerance is shown 2 mentions
- 9. Better manners are evident 2 mentions
- 10. More responsibility is assumed 1 mention
- 11. More respect toward authority 1 mention
- 12. Criticism is taken better 1 mention
- 13. Discipline is better everywhere 1 mention
- 14. Respect for property of others is practiced 1 mention
- 15. Parents report much improvement at home 1 mention

Of the ninety-five teachers who reported better democratic living in their schools many mentioned that the pupils worked and played together more congenial than ever before. All those reporting in the affirmative expressed an assurance and belief that the change was very noticeable and a great improvement over past procedures.

Question No. 13 on Questionnaire

List specific ways in which the workshop aided you, as far as you can see now.

The following answers were tabulated:

- | | |
|---|--------------|
| 1. It showed me how to teach units | 102 mentions |
| 2. It gave me a desire for more professional growth, reading, study, etc. | 30 mentions |
| 3. It gave me confidence in myself | 21 mentions |
| 4. It made me see I was in a "rut" | 3 mentions |
| 5. It helped me list the proper objectives | 4 mentions |
| 6. It gave me a different idea of discipline | 20 mentions |
| 7. It made me see the "whole" child | 18 mentions |
| 8. It helped me with a flexible program | 1 mention |
| 9. It helped me to understand individual differences | 13 mentions |
| 10. It gave me an opportunity to meet many teachers | 16 mentions |
| 11. It gave me a better understanding of evaluation of the pupils and myself | 7 mentions |
| 12. It gave me a clear picture of how to change from traditional to progressive methods | 2 mentions |
| 13. It gave me information how to get supplementary materials | 10 mentions |
| 14. It gave me an opportunity to get better acquainted with the members of the State Department | 6 mentions |
| 15. I did not derive any benefit for I have always taught that way | 1 mention |

Question No. 13 on Questionnaire

List specific ways in which the workshop aided you, as

far as you can see now.

The following answers were tabulated:

1. It showed me how to teach units 102 mentions
2. It gave me a desire for more professional growth, reading, study, etc. 30 mentions
3. It gave me confidence in myself 21 mentions
4. It made me see I was in a "rut" 3 mentions
5. It helped me list the proper objectives 4 mentions
6. It gave me a different idea of discipline 20 mentions
7. It made me see the "whole" child 18 mentions
8. It helped me with a flexible program 1 mention
9. It helped me to understand individual differences 13 mentions
10. It gave me an opportunity to meet many teachers 16 mentions
11. It gave me a better understanding of evaluation of the pupils and myself 7 mentions
12. It gave me a clear picture of how to change from traditional to progressive methods 2 mentions
13. It gave me information how to get supplementary materials 10 mentions
14. It gave me an opportunity to get better acquainted with the members of the State Department 6 mentions
15. I did not derive any benefit for I have always taught that way 1 mention

Only ten questionnaires remained blank with question 13 concerning how the workshop had aided those who attended. There seemed a general belief that the workshop training was of benefit and only one said they derived no benefit from it.

1. 23 mentions	23 mentions
2. 15 mentions	15 mentions
3. 20 mentions	20 mentions
4. 5 mentions	5 mentions
5. 1 mention	1 mention
6. 1 mention	1 mention
7. 10 mentions	10 mentions
8. 1 mention	1 mention
9. 1 mention	1 mention
10. 1 mention	1 mention
11. 1 mention	1 mention
12. 1 mention	1 mention
13. 2 mentions	2 mentions
14. 1 mention	1 mention
15. 5 mentions	5 mentions

One hundred failed to answer this question at all. It is interesting to note that several of the improvements suggested were improved in the second session. The library management was excellent in 1945 but in 1944 noticeably inadequate.

Only ten questionnaires remained blank with question 13 concerning how the workshop had aided those who attended. There seemed a general belief that the workshop training was of benefit and only one said they derived no benefit from it.

The following table shows the results of the questionnaire. The first column shows the question number, the second column shows the number of responses, and the third column shows the percentage of responses. The data is as follows:

Question	Number of Responses	Percentage
1. How much did you learn from the workshop?	10	100%
2. How much did you like the workshop?	10	100%
3. How much did you like the speaker?	10	100%
4. How much did you like the subject?	10	100%
5. How much did you like the method?	10	100%
6. How much did you like the material?	10	100%
7. How much did you like the speaker's style?	10	100%
8. How much did you like the speaker's content?	10	100%
9. How much did you like the speaker's delivery?	10	100%
10. How much did you like the speaker's personality?	10	100%
11. How much did you like the speaker's appearance?	10	100%
12. How much did you like the speaker's voice?	10	100%
13. How much did you like the speaker's manner?	10	100%
14. How much did you like the speaker's attitude?	10	100%
15. How much did you like the speaker's behavior?	10	100%
16. How much did you like the speaker's character?	10	100%
17. How much did you like the speaker's personality?	10	100%
18. How much did you like the speaker's appearance?	10	100%
19. How much did you like the speaker's voice?	10	100%
20. How much did you like the speaker's manner?	10	100%

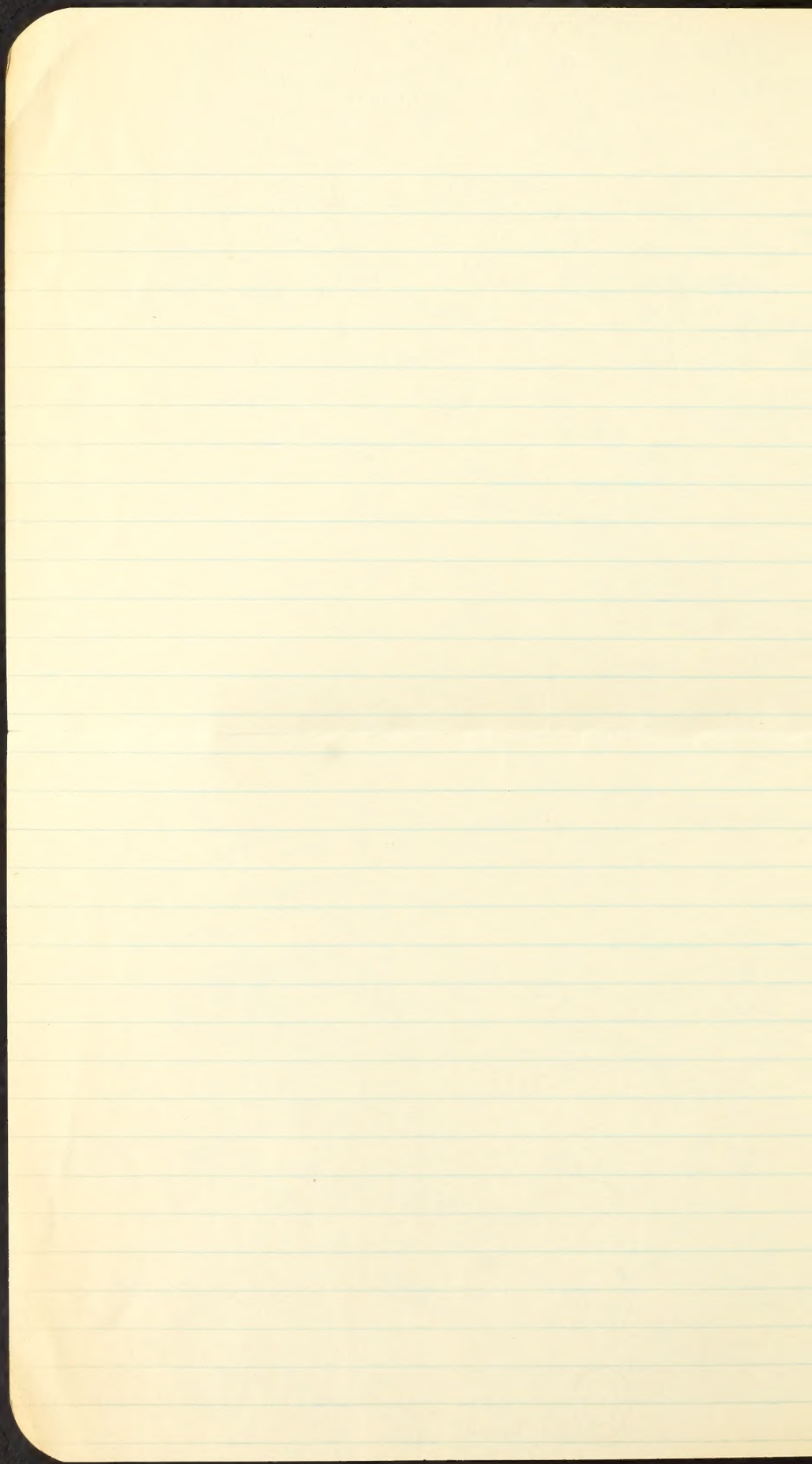
ED. Service Paper 1946 Chase, Edith Foss

Some Factors Hind. ... Unit Teaching Me.

ED. ~~391-1~~ H 72 (Rev. Ed.) Howy, Chas. E. 1887
"Teachers" Technique"

ED. Serv. Paper 1947 Bailey, MARGERY Evelyn
4 Units in Solid Geometry

ED. Thesis 1938 Cannon, I. M.



Question No. 14 on Questionnaire

List specific ways in which the workshop could be improved in order to be of greater benefit to teachers who attend.

The following answers were tabulated:

- | | |
|--|-------------|
| 1. A group of children for demonstration | 25 mentions |
| 2. Better trained group leaders | 15 mentions |
| 3. Smaller groups | 20 mentions |
| 4. Longer session | 5 mentions |
| 5. Uniform practices among leaders | 1 mention |
| 6. Fewer technical terms for teachers of little training | 1 mention |
| 7. More personal conferences | 10 mentions |
| 8. Personal reports from Maine teachers | 1 mention |
| 9. Less crowded conditions | 1 mention |
| 10. Less confusion at the beginning | 1 mention |
| 11. A workshop for school-boards | 1 mention |
| 12. No need for improvement | 1 mention |
| 13. Discussion groups for teachers | 2 mentions |
| 14. Better handling of library materials | 1 mentions |
| 15. I do not feel qualified to judge | 5 mentions |

One hundred failed to answer this question at all. It is interesting to note that several of the improvements suggested were improved in the second session. The library management was excellent in 1945 but in 1944 noticeably inadequate.

Question No. 14 on Questionnaire

List specific ways in which the workshop could be improved in order to be of greater benefit to teachers who attend.

The following answers were tabulated:

1. A group of children for demonstration 25 mentions
2. Better trained group leaders 15 mentions
3. Smaller groups 20 mentions
4. Longer session 5 mentions
5. Uniform practices among leaders 1 mention
6. Fewer technical terms for teachers of little training 1 mention
7. More personal conferences 10 mentions
8. Personal reports from Maine teachers 1 mention
9. Less crowded conditions 1 mention
10. Less confusion at the beginning 1 mention
11. A workshop for school-leaders 1 mention
12. No need for improvement 1 mention
13. Discussion groups for teachers 2 mentions
14. Better handling of library materials 1 mentions
15. I do not feel qualified to judge 5 mentions

One hundred failed to answer this question at all. It

is interesting to note that several of the improvements suggested were improved in the second session. The library management was excellent in 1943 but in 1944 noticeably

improved.

The suggestion of having a demonstration of children for unit work as mentioned by twenty-five teachers will be carried out in the session of 1946 as Mrs. Harriett Ladd of Dover-Foxcroft will conduct a group of rural children in carrying out a unit.

Five gave me this information:

1. We are quite "deep" in the traditional method; it will take a lot of effort to get us out.
2. It is almost impossible to tell how the children have blossomed under the new methods.
3. I truly feel my time and money was well spent in attending the two Workshops of Maine.
4. It is a very inspiring worthwhile project designed and destined to improve our teaching.
5. I spent a lot of money but there is nothing more worthy than youngsters to see develop.

Question No. 15 on Questionnaire

Only twenty people filled in this space on the questionnaire. Fifteen of them used it for excuses for their delay in answering the questionnaire or in their lack of information which might be of help or in wishing me success in my study of workshops. Five gave me this information:

1. We are quite "deep" in the traditional method;
it will take a lot of effort to get us out
2. It is almost impossible to tell how the children
have blossomed under the new methods.
3. I truly feel my time and money was well spent in
attending the two Workshops of Maine
4. It is a very inspiring worthwhile project designed
and destined to improve our teaching
5. I spent a lot of money but there is nothing more
worthy than youngsters to see develop

Question No. 15 on Questionnaire

Only twenty people filled in this space on the questionnaire. Fifteen of them used it for excuses for their delay in answering the questionnaire or in their lack of information which might be of help or in wishing me success in my

study of workshops. Five gave me this information:

1. We are quite "deep" in the traditional method; it will take a lot of effort to get us out
2. It is almost impossible to tell how the children have blossomed under the new methods.
3. I truly feel my time and money was well spent in attending the two Workshops of Maine
4. It is a very inspiring worthwhile project designed and destined to improve our teaching
5. I spent a lot of money but there is nothing more worthy than youngsters to see develop

Chapter V

Conclusions

A careful study has been made of each question and the information tabulated. Practically everyone who answered expressed an interest in unit education and a desire to know how to carry it on better in their schools. Only five seemed uninterested and unco-operative about the Workshop training and how it carried over into the several schools.

Of course, the questionnaire covered only unit teaching rather than other kinds of progressive methods and I have no doubt there is much improvement in the schools even though many did not do unitary work.

This, however, was not a study of how the Workshop had improved schools but was to find out what factors had hindered or facilitated the new type teaching in Maine schools.

The most noticeable handicap seemed to be crowded conditions and lack of time. It was very seldom that a teacher reported sufficient room to carry on activities as she felt they should be carried on. War time pressure no doubt accounts for much of this overcrowded condition in many areas and is growing somewhat better in some localities. Many teachers stated, however, that they had been always over-burdened with extra large classes which made it impossible to do the best possible teaching. Many towns have new buildings in view in the near future which will improve this

Conclusions

A careful study has been made of each question and the information tabulated. Practically everyone who answered expressed an interest in unit education and a desire to know how to carry it on better in their schools. Only five seemed uninterested and unco-operative about the Workshop training and how it carried over into the several schools. Of course, the questionnaire covered only unit teaching rather than other kinds of progressive methods and I have no doubt there is much improvement in the schools even though many did not do unitary work.

This, however, was not a study of how the Workshop had improved schools but was to find out what factors had hindered or facilitated the new type teaching in Maine schools.

The most noticeable handicap seemed to be crowded conditions and lack of time. It was very seldom that a teacher reported sufficient room to carry on activities as she felt they should be carried on. War time pressure no doubt accounts for much of this overcrowded condition in many areas and is growing somewhat better in some localities.

Many teachers stated, however, that they had been always over-burdened with extra large classes which made it impossible to do the best possible teaching. Many towns have new buildings in view in the near future which will improve this

condition while others seemed to have no solution to the problem.

While lack of supplies and materials seemed to be frequently listed as a hindrance it was very encouraging to note how many teachers really found a way to supply their class with sufficient materials to carry on successfully. The tabulated list of the sources and materials collected is a long one and complimentary to the ingenuity of Maine teachers.

Fear of not covering subject matter seemed apparent in a large percentage of questionnaires. A better understanding by the parents of the new type teaching and the new qualities of learning was often suggested as a help in combating this problem. Many teachers told of a better understanding and appreciation among the parents already but tradition dies hard.

Desks and chairs fastened to the floor handicapped almost every teacher. Group work was very difficult. Sympathetic and helpful janitors often overcame this handicap.

Inadequate knowledge of how to carry out the new type teaching, especially proper evaluation, seemed a very frequent cause of difficulties. The acknowledgement of this lack and the illustrations of improvements such as: Reading more professional books, attending Boston University-Harvard Extension Course, visiting progressive schools, etc.

condition while others seemed to have no solution to the problem.

While lack of supplies and materials seemed to be frequently listed as a hindrance it was very encouraging to note how many teachers really found a way to supply their class with sufficient materials to carry on successfully. The tabulated list of the sources and materials collected is a long one and complimentary to the ingenuity of Maine teachers.

Fear of not covering subject matter seemed apparent in a large percentage of questionnaires. A better understanding by the parents of the new type teaching and the new qualities of learning was often suggested as a help in combating this problem. Many teachers told of a better understanding and appreciation among the parents already but tradition dies hard.

Desks and chairs fastened to the floor handicapped almost every teacher. Group work was very difficult. Sym- pathetic and helpful janitors often overcame this handicap.

Inadequate knowledge of how to carry out the new type teaching, especially proper evaluation, seemed a very frequent cause of difficulties. The acknowledgement of this lack and the illustrations of improvements such as: Reading more professional books, attending Boston University-Harvard Extension Course, visiting progressive schools, etc.

seemed to sound an encouraging note to a better knowledge for future teaching.

Public relations, not only in regard to parents and community, but with fellow teachers was expressed with seriousness. Many times teachers in a building failed to co-operate at all with the one who was trying out the new type teaching methods. In fact many very uncomfortable situations were cited. Most of them persisted in the new way in spite of all opposition and many of them persuaded other teachers to try in part some of the unit work.

The superintendents were hardly mentioned as a handicap. Practically all of the teachers had an understanding superintendent who either did a great deal for them or else let them have freedom to carry on as they wished. Of course, the few who had an unsympathetic superintendent and school board were unable to carry out new teaching of any kind.

The Workshop experience was considered the factor of greatest assistance in this unit teaching. Next, naturally, came the helpful superintendents and supervisors and co-operation of other teachers in the building. The extension courses stood high in approval and teacher study clubs came next. These with the co-operation of the parents and community made unit teaching successful in many localities.

This study seemed to show that in spite of severe handicaps many teachers are persevering and unitary teaching is really getting under way in Maine Schools.

seemed to sound an encouraging note to a better knowledge
for future teaching.

Public relations, not only in regard to parents and

community, but with fellow teachers was expressed with
seriousness. Many times teachers in a building failed to
co-operate at all with the one who was trying out the new
type teaching methods. In fact many very unfortunate

situations were cited. Most of them persisted in the new
way in spite of all opposition and many of them persuaded
other teachers to try in part some of the unit work.

The superintendents were hardly mentioned as a handi-
cap. Practically all of the teachers had an understanding
superintendent who either did a great deal for them or else
let them have freedom to carry on as they wished. Of course,
the few who had an unsympathetic superintendent and school
board were unable to carry out new teaching of any kind.

The workshop experience was considered the factor of
greatest assistance in this unit teaching. Next, naturally,
came the helpful suggestions and suggestions and co-

operation of other teachers in the building. The extension
courses stood high in approval and teacher study clubs

came next. These with the co-operation of the parents and
community made unit teaching successful in many localities.

This study seemed to show that in spite of severe limita-
tions many teachers are persevering and unitary teaching is
really getting under way in many schools.

Bibliography

Ade, Lester K.--A Working Philosophy in the Field of Teacher Education. Bulletin No. 157, Department of Public Instruction, 1939

Armstrong, W. Earl--Hollis, Ernest V.--Davis, Helen E.--The College and Teacher Education. American Council of Education Washington, D. C. 1944

Heaton, Kenneth L.--The Workshop For Teachers. The Harvard Educational Review, 12:47-54, January, 1942

Herrick, Virgil E.--Workshops in Elementary Education. Elementary School Journal, 43:6-7, September, 1942

Meece, Leonard E.--Seay, Maurice F.--A Work Conference for Rural Teachers. Bulletin of the Bureau of School Service, University of Kentucky, 1941

Pratt, Charles E. and Cushman, C. Leslie--Teacher Education In Service. American Council of Education, Washington, D. C., 1944

Taba, Hilda--The Contribution of Workshops to Intercultural Education. Harvard Educational Review, 15:122-128, March, 1945

Tierney, Hallie M.--County Teachers' Workshop. Curriculum Journal, Vol. 13: 178-181. April, 1942

Bibliography

- Adams, Lester E.--A Working Philosophy in the Field of Teacher Education. Bulletin No. 157, Department of Public Instruction, 1939
- Armstrong, W. Earl--Hollie, Ernest V.--Davis, Helen E.--The College and Teacher Education. American Council of Education, Washington, D. C. 1944
- Hanson, Kenneth L.--The Workshop for Teachers. The Harvard Educational Review, 13:47-51, January, 1943
- Hartley, Virgil E.--Workshops in Elementary Education. Elementary School Journal, 43:6-7, September, 1942
- Mease, Leonard E.--Sasy, Maurice T.--A Work Conference for Rural Teachers. Bulletin of the Bureau of School Service, University of Kentucky, 1941
- Tratt, Charles E. and Gushman, C. Leslie--Teacher Education in Service. American Council of Education, Washington, D. C., 1944
- Taba, Hilda--The Contribution of Workshops to Interpersonal Education. Harvard Educational Review, 12:122-128, March, 1942
- Turney, Nellie M.--County Teachers' Workshop. Curriculum Journal, Vol. 13, 178-181, April, 1942

Trout, David M.--The Education of Teachers. Co-operative Teacher Education Study, Lansing, Michigan, 1943

Troyer, Maurice E.-Pace, C. Robert--Evaluation of Teacher Education. American Council of Education, Washington, D. C. 1944, pp. 327-389

University of Chicago Summer Workshops, Elementary School Journal, 44:448-449, April, 1944

Watson, Goodwin--Cottrell, Donald P.--Jones, Esther M.--Redirecting Teacher Education. Bureau of Publications, Teachers' College, Columbia University, 1938

Date Due

[illegible]

BOSTON UNIVERSITY
1 1719 02570 7185

Ed. Service Paper
1946

Stored Chase, E.F.

Chase, Edith F.

Some Factors Which

Hinder or Facilitate Entry in Me.

W. McCaul

JUN 11 1947

Eleanor d. Hayden

MAR 20 1946

Overhead

M.C. Szbedell -

APR 10 1948

D. F. Filer

Whitham

216

Ed.

Service Paper
1946
Chase, E.F.
Stored

